

## **CHAPTER I**

### **INTRODUCTION**

This introductory chapter present the general outline of the study as it is divided into several parts namely background, questions, objective, scope and significance of the research.

#### **A. Background**

People usually communicate the ideas through conversation. Conversation is a communication between two or more people. This is supported by Murcia (2007), one of the aims of learning English is to be able to use that language in communication. Teachers should have communicative competence. Communicative competence comprises linguistic competence, socio-cultural competence, interactional, formulaic and strategic competence. Socio-cultural competence refers to speaker's pragmatic knowledge.

Learning English as foreign language means to know not only to speak and write but also know using language appropriately. In the classroom, the interaction between lecturer and students are influenced by the pragmatic knowledge. Pragmatic knowledge investigates the ability of language users to match utterances with a context in which are appropriate (Bardovi-Harlig and Mahan-Taylor, 2003). Therefore, pragmatic can be particularly defined as knowledge of communicative

action and how to carry out, and the ability to use language appropriately according to context.

In teaching a foreign language, the knowledge of politeness is important. It is a key point in enhancing relationship and communication between lecturer and students. According to Lakoff in Eelen (2014, p. 2), She defines politeness as a system of interpersonal designed to facilitate interaction by minimizing the potential for conflict and confrontation inherent in all human interchange. Brown and Levinson (1987) theory places politeness as a universal face-threatening strategy. Brown and Levinson (1987, p. 311) define face as the public self-image that every member wants for himself and it consists in two aspects negative face or the want that one's action be unimpeded by others and positive face or the want that one's want be desirable to (at least some) others. Politeness strategies are developed for the main purpose of dealing with these FTA's. There are four types of politeness strategies, described by Brown and Levinson. Those are Bald-On Record, Positive Politeness, Negative Politeness, and Off-Record.

There are several studies have been conducted about politeness in Asia, for example in China, Japan, Korea, Vietnam, and Singapore. In China, the exploration of Chinese politeness behaviour begins with Hu's groundbreaking paper on "face" which is generated by Goffman's study of "face", which is incidentally borrowed from Chinese. Goffman defines "face" as the positive social value a person effectively claims for himself by the line others assume he has taken during a particular contact. In Chinese, the most important component of linguistic politeness

is that one has to denigrate oneself and elevate one's interlocutor (Kádár and Pan, 2011).

In Japan, the key concept of politeness is called "*tachiba*". *Tachiba* essentially refers to one's roles in social interaction, or 'social selves'. People change their behaviour according to where they are situated, who they are interacting with, and how they perceive themselves in a given situation. The notion of *tachiba* is considered relevance to politeness in Japan refers to a much narrower range of social identities (Haugh and Obana, 2011).

In Korea, the way to express politeness use honorific grammar. Honorific grammar encodes the deference. The notion of deference and politeness intertwined. In conversation, generally, a Korean speaker takes a formal deferential speech mode, that is, an honorific form, and performs FTA redressing. When a speaker finds her or his partner considerably younger than her- or himself, the speaker will adjust her or his speech level to less deferential modes (Hyun and Kim, 2011).

In Vietnam, the conceptual term of politeness is respectfulness and propriety. The notion of politeness behaviour in Vietnam is based on dignified behaviour and non-verbal behaviour (Chew, 2011). And in Singapore, the students grow up speaking traditionally in their families. So, many politeness practices are rooted in the dialect form. Singaporeans place the highest importance on behaviour in public as a definitive gauge of gracious society. There are five sectors in Singapore society which are public places, home, work, school and on the roads (Lee, 2011).

In Indonesia, there is also research has been conducted about politeness. Mahmud (2013) has examined the roles of social status, age, gender, familiarity and situation in politeness practice of Bugis society. She states that the important roles of social status, age, gender, familiarity, and situation determine the level of politeness of bugis people. Bugis people encode their politeness, such as the use of pronouns, address term, and language choices either Bugis or Indonesian.

There are many factors that influence people to be polite such as social status, age, gender, familiarity, and situation. In line with this research, gender also influence how men and women communicate. In general, women use more polite expression than men. This supported by Millar (2013), men need to behave aggressively and formally whereas women need to behave cautiously and informally.

Agustina and Cahyono (2016) have studied about Indonesian learners and lecturers' politeness and they stated that EFL lectures should be aware of the use of a polite expression to deliver instruction, request or orders. Many students also agree that their lecturers should generate polite utterances and may utilize some strategies to make them feel more comfortable and appreciated inside the classroom. Students also believe that by generating polite utterances, lecturers can manage their power inside the classroom. Positively, politeness inside the classroom can lead to a better

According to Senowarsito (2013), the classroom interaction was still largely be dominated by the teacher. The teacher dominates in giving instruction, giving an explanation, showing appreciation, encouraging, motivating, and answering students' question. The example of politeness strategy in classroom interaction is the utterance

like ‘Good morning, class.’ Calling “class” instead of “children” or “students” could be categorized as positive politeness strategy, that is, the teacher does not position herself as the more powerful or keep a distance from students. Then, the expression like “bring your note!” indicated that the teacher does not try to minimize the threat to the student’s face. These strategies are acceptable in classroom interaction as the teacher and students have a close relationship.

According to Jiang (2010, p. 655), politeness enhances teaching and benefits the students, contributes to the effective interaction and friendly, lively atmosphere in EFL classroom. In the classroom context, lecturers are supposed to be had much knowledge and experience. Thus, lecturers must be aware of politeness to make the communication more acceptable by the students.

According to Brown in Mills (2003, p. 207), women, in general, are more polite than men. Brown states that in most cultures women among women may have a tendency to use more elaborated positive politeness strategies than men do among men. Related to the title for this study, it is possible that a female lecturer is more polite than a male lecturer. It is also possible between male and female lecturer to use a different kind of politeness strategies. It is in accordance with Speer (2013), Women have a higher tendency than man to apply politeness strategies in their speech such as the use of more compliments, more apologies, and more thank. In line with the statement, females are often marked for using polite structures and more compliment than males. Females tend to use phrases like “please” and “thank you” more often than males in conversation (Stodůlková, 2013).

Hadidi and Monsefi (2015) stated that female teachers are more sensitive about using politeness strategies, but male teachers are more direct in expressing ideas. Male teachers usually express their disagreement in a direct way and do not use a positive statement to reduce the threat to the face of their interlocutors.

Based on the explanation above the writer is interested in building up a research under the title “Male and Female Lecturers’ Politeness Strategies in EFL Classroom”. The researcher chooses this title because the researcher wants to explore about politeness strategies used by the lecturer to the students because the interaction in the classroom still dominated by the lecturer. Based on the previous studies, applying politeness strategies in classroom interaction can increase the benefit to the students which create the effective interaction, friendly and lively atmosphere and the students feel more appreciated. Thus, it is very important to explore about lecturers’ politeness used in EFL classroom interaction.

## **B. Research Question**

The research question assists the writer to focus on investigating the question which then needs to be answered. Therefore, the research questions that are posed here are as follows:

1. What types of politeness strategies are used by male and female lecturers in EFL classroom?
2. What are the students’ perceptions toward the use of lecturers’ politeness strategies in EFL classroom?

### **C. Objective of the Research**

In accordance with the problem of study, the objectives of the research are as follows:

1. To find out the types of politeness strategies which are used by male and female lecturer in EFL classroom.
2. To find out the students perception toward the use of lecturers' politeness strategies in EFL classroom.

### **D. Scope Of the Research**

This research attempt to investigate the politeness strategies used in EFL classroom. By the content, this research refers to politeness strategies which consist of types of politeness strategies and students' perception about lecturers' politeness. By discipline, this research is under the study of pragmatic.

### **E. Significance of the Research**

The findings of the research are expected to be significantly relevant theoretical and practical aspect. Theoretically, the research findings are expected to enrich the theories of politeness strategies. This research is useful to provide information about what politeness strategies used by the lecturer, whether male and female lecturer used different types of politeness strategies and the students' perception about lecturer' politeness strategies.

Practically, since this research focused on teachers' politeness strategies and to know the students' perception, hopefully, it is useful for lecturers and students to know much information about politeness strategies performed in classroom activity. The findings are expected also for lecturers to help using politeness strategies appropriately.